



# **INDIANA STATE BOARD OF EDUCATION**

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## **Historical Context on Indiana's School Turnaround Efforts**

Presentation to Committee on  
School Turnarounds

August 21, 2014

# Topics

- ▶ **State and Federal Context**
- ▶ **Activities Preceding SBOE Interventions**
- ▶ **Indiana's Turnaround Academies**

# Performance Categories (P.L. 221)

IC 20-31-8-3 and IC 20-31-8-4 (dates back to P.L. 221, 1999)

- ▶ The State Board of Education (SBOE) “shall establish a number of categories... to designate performance based on the individual student academic performance and growth to proficiency in each school.”
- ▶ Further, the SBOE “shall place each school in a category or designation of school performance based on the department's findings from the assessment of performance and academic growth” as further described in statute.
- ▶ SBOE adopted rules in 2001, which included names for performance categories e.g., Academic Progress, Academic Probation, as well as a method of calculating performance.

# Performance Category Updates (2011-2013)

- ▶ The SBOE adopted rule language in 2011 changing the performance category names to an A to F letter grade scale, although the methodology for placing schools in categories remained the same
- ▶ The current A-F rules determining how grades are determined were adopted in 2012 and implemented for the first time for school grades assigned for the 2011-2012 academic year
- ▶ In 2013, state law was modified to require that the performance categories be labeled using an A through F scale

# State Board Interventions

- ▶ If a school is in the lowest performance category (an “F”) for six years consecutively, then the SBOE shall determine an intervention for the school.
- ▶ IC 20-31-9-4 lists the following interventions: (1) Merging the school with a nearby school that is in a higher performance category; (2) Assigning a special management team to operate all or part of the school; (3) The IDOE’s recommendation for improving the school; (4) Other options for school improvement, including closing the school; (5) Revising the school’s plan in any of the following areas: (a) changes in school procedures or operations; (b) professional development; (c) intervention for individual teachers or administrators.
- ▶ Public hearing in the school corporation where the school is located.
- ▶ The SBOE must implement an intervention if it determines that the intervention will improve the school.

# Statutory Definition of “Turnaround Academy”

- ▶ Any school in which the Board has intervened is considered a “turnaround academy” under IC 20-31-9-4.
- ▶ This includes schools operated by a special management company, referred to in Indiana as a “Turnaround School Operator” or “TSO”, or a school in which a “Lead Partner” is conducting a more limited scope of work.



# Federal Requirements: NCLB Waiver

- ▶ Indiana's received full approval in February 2012 for its waiver request from certain aspects of No Child Left Behind (NCLB - 2001).
- ▶ Indiana was among cohort of 10 states to receive a waiver.
- ▶ Among other flexibilities granted, Indiana received approval to use one accountability system - the state's A-F system - instead of both the federal AYP system and the state's accountability system (P.L. 221)
- ▶ Defined Priority Schools as schools receiving an F or a D/F for two or more consecutive years
- ▶ Defined Focus Schools as schools receiving a D (first-year)

# NCLB Waiver Commitment for Turnaround Academies

- ▶ “For a Turnaround Academy to rejoin the LEA, the SBOE will need to see that the LEA has, in the time that the Turnaround Academy has been operated by a TSO, demonstrated significant improvement in its other priority and focus schools as well as made appropriate district-level changes in staffing and structure to better support its low-performing schools. When determining the next steps for a Turnaround Academy at the end of the TSO’s four-year operational contract, the SBOE will have a menu of options from which to select, including renewing the TSO’s contract.”



# Exit Options Added in 2014

IC 20-31-9-9 allows for the following:

- ▶ Not later than December 31 of the fifth year of an intervention under this chapter, the state board shall take one (1) of the following actions:
- ▶ (1) Return the school to the school corporation for operation.
- ▶ (2) Direct the special management team to apply to a charter school authorizer for charter school status for the school.
- ▶ (3) Implement a new intervention under section 4(b) of this chapter.



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# State Activities Under P.L. 221: School Quality Reviews

- ▶ P.L. 221 requires review of schools following 4 consecutive years in the lowest performance category
- ▶ This occurred for the first time in 2009-2010 for 23 schools
- ▶ Cambridge Education contracted with the state to assist with Year-4 School Quality Reviews
  1. To advise the **SBOE** and **IDOE** concerning turnaround operations
  2. To create **Quality Review Visitation Teams**
  3. To prepare **Quality Review Findings** reported to the **School Principal** and **District Personnel** following the review
- ▶ Prior to school visits, community meetings held to gather input, which was shared with districts and school principals

# School Monitoring Activities in Year 5: 2010-2011

- ▶ 23 schools statewide were on track for possible intervention by the SBOE in Year 6 under P.L. 221
- ▶ IDOE Title Office staff:
  - ▶ Monitored implementation of Cambridge recommendations
  - ▶ Visited each of the 23 schools a minimum of 4 times
- ▶ Federal SIG (a) Grants were awarded to assist schools
- ▶ 16 of the 23 schools made enough improvements to avoid placement in lowest performance category
- ▶ 7 of the 23 schools remained in the lowest performance category, triggering SBOE intervention under P.L. 221
  - ▶ 1 Gary Community School Corporation school
  - ▶ 6 IPS schools

# Spring of Year 5 Activities: Spring 2011

- ▶ **SBOE held required public hearings** at each of the 7 schools
- ▶ **During hearings:**
  - ▶ School performance data provided
  - ▶ State law requirements explained
  - ▶ District presented proposal for each school
  - ▶ Community members provided testimony
- ▶ **RFP for third-party operators issued, eligible vendors identified**

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# SBOE Interventions: Fall 2011

- ▶ Schools placed in performance categories by SBOE
- ▶ SBOE determined which interventions to implement at 7 schools under P.L. 221 requirements
- ▶ Five Schools assigned **Turnaround School Operators (TSOs)**
  - ▶ Edison Learning: Theodore Roosevelt Community High School (Gary)
  - ▶ Tindley/EdPower: Arlington High School (IPS)
  - ▶ Charter Schools USA: Emma Donnan, Emmerich Manual High School, Thomas Carr Howe Community High School (IPS)
  - ▶ There was one “observation” year in 2011-2012. The first year each TSO managed the school was the 2012-2013 school year.
- ▶ Two IPS Schools assigned **Lead Partners (LPs)**
  - ▶ Broad Ripple Magnet High School (two Lead Partners: Scholastic, The New Teacher Project (“TNTP”))
  - ▶ George Washington Community High School (two Lead Partners: Wireless Generation, TNTP)

# SBOE Interventions: Fall 2012 and Winter 2013

- ▶ In **Fall 2012**, one additional IPS school became eligible for SBOE intervention under P.L. 221
- ▶ The SBOE assigned a **Lead Partner** as the appropriate intervention
  - ▶ John Marshall Community High School (two Lead Partners: Voyager, TNTP)
- ▶ In **Winter 2013**, a school from Evansville Vanderburgh School Corporation became eligible for SBOE intervention under P.L. 221
- ▶ The SBOE assigned a **Lead Partner** as the appropriate intervention
  - ▶ Glenwood Leadership Academy (“internal” Lead Partner: EVSC, which in turn contracts with Mass Insight)



# SBOE Interventions: Potential for Fall 2014

- ▶ Gary (2) and Evansville (2)
- ▶ Public hearings held July and August 2014
- ▶ Once A-F grades assigned, SBOE will be required to take action if these schools are placed in the lowest performance category
- ▶ Possible concentration in three districts: EVSC, GCSC and IPS